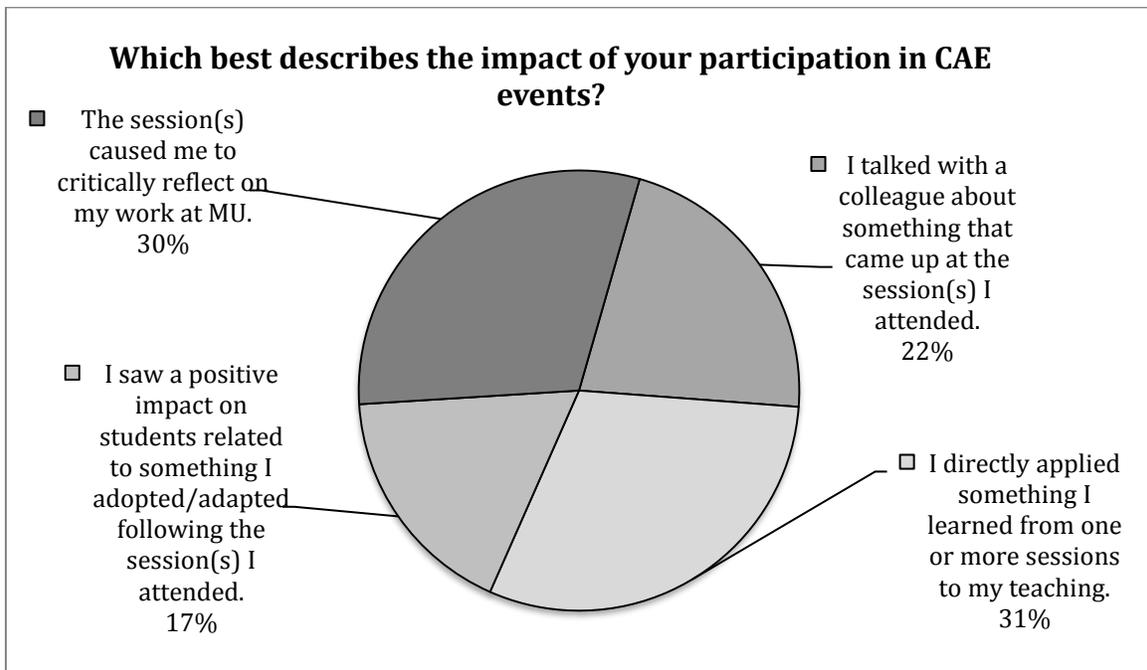
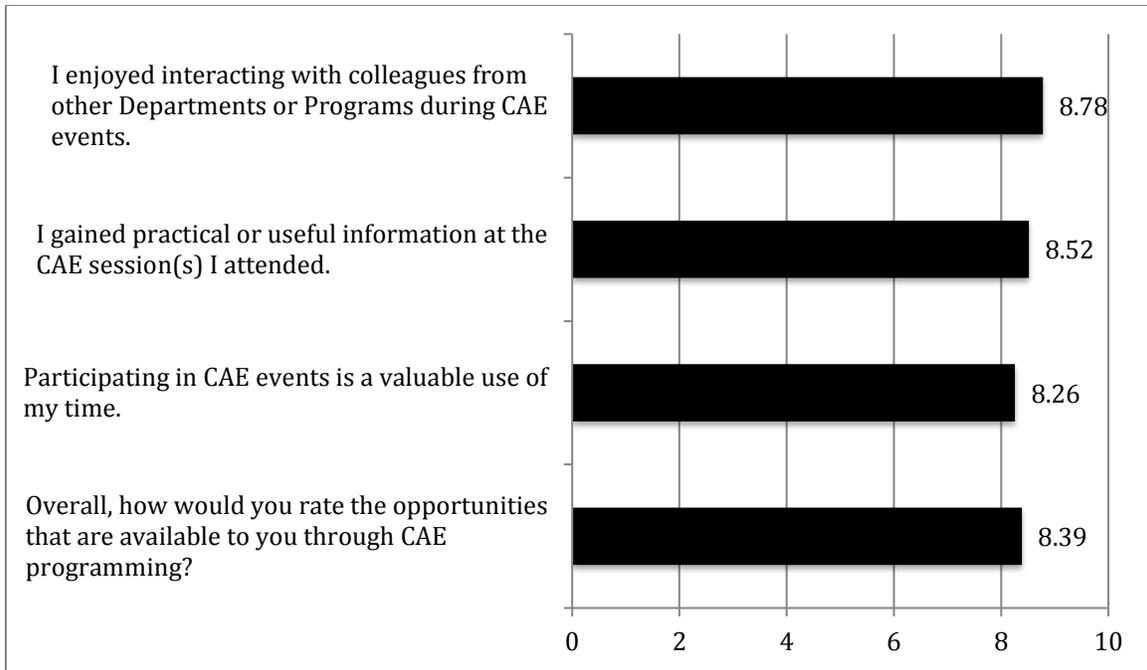


After the success with the Faculty Learning Community in Spring 2013, the Center for Academic Excellence supported three additional FLCs during the 2013-2014 academic year. One group, led by Dr. Tim Mahoney and Dr. Nanette Marcum-Dietrich, to discuss the book *Education Nation* by Milton Chen. Another group, led by Dr. Vaillancourt and Dr. Jessica Kelly, focused on sustainability issues on campus and read several different texts. The last group, led by Dr. Kimberly McCullom-Clark, read and discussed the book *Visible Learning* by John Hattie. Each of these FLCs met regularly to discuss their respective topics and what changes they could make to their teaching based on the aspects presented in their texts.

Programming for this year largely followed the model of previous years as plans were developed for next year with some subtle changes. The CAE facilitated 60 face-to-face sessions this academic year, which was greater than the 48 sessions offered last year. This increase in offerings contributed to a slight growth in overall attendance: 200 unique attendees attended at least one event with total event attendance of 448. This compares to 175 unique and 430 total the prior year. In addition to these face-to-face sessions, the Center began offering "Monday Morning Mentors" through a subscription service through the Teaching Professor. These short, online sessions were available on-demand each Monday and over 153 faculty members attended one of the 30 online mentor sessions offered through the academic year. The total attendance at CAE sponsored events totaled over 601 members of the Millersville academic community, a 35% increase over the previous academic year.

The growth in attendance numbers may be attributed to several factors. First, a survey of faculty interests was sent last spring to faculty across campus. The survey was used to guide programming during the academic year. Through the survey, several participants wanted increased communication and an advanced calendar of events. This year, a weekly email announcing CAE events was sent to faculty who had opted into a CAE email list. This helped to communicate events more directly and lessened the chances that communication would be lost through other channels. Advanced calendars were distributed at the start of the semester announcing a complete schedule of all of the events for the coming months. This helped faculty better plan to attend events. Lastly, the use of technology should not be dismissed. The number of faculty members who attended the online mentor sessions contributed greatly to the attendance growth. Also, faculty asked for easy scheduling options to add CAE events to their online calendars. A site called localendar.com was used to allow faculty to quickly add any CAE event directly to the iCal or Outlook calendars. These may have contributed to the attendance growth and should be continued next academic year.

Looking at the data from the year-end survey that was sent out in May 2014, the events offered by the CAE are valued by staff both for their professional development and for their connection to the campus community.



Another major initiative sponsored by the Center for Academic Excellence that contributed to faculty innovation and creativity in teaching was FlipU, a day-long workshop on Flipped Classroom instruction. 30 faculty members from 16 different academic departments attended the January 2014 session and learned critical technological and pedagogical considerations related to flipping their classrooms. Built on pre-teaching content through short online lessons, flipping incorporates active learning strategies to foster higher order thinking. From a survey conducted with

attending faculty at the end of the spring semester, over 60% of respondents reported flipping 3-5 lessons during the semester. Many of the respondents who hadn't yet employed the strategy were preparing to flip their classes in the fall. This method of instruction as well as the professional development strategies employed offer real potential for impacting teaching and learning conceptualizations on campus.